

SENATE EDUCATION

Exhibit No.

2

Date

2/13/15

Bill No.

SB 272

Chairman and committee members,

I rise in support of SB 272, Encouraging School Districts To Create Indian Language Immersion Schools And Programs; Providing Funding; Including American Indian Language And Culture Specialists In The Quality Educator Payment. Immersion schools are not new to Montana because one of the most successful immersion schools is located in Montana. There will be some former students or affiliated with the school with the Cuts Wood Academy will testify on the success of the school. Here are some impressive stats on another immersion school, Tsé Ho Tso Primary-Intermediate School in Arizona.

Table 4: Percentage of Instructional Time in Navajo and English, Diné (Navajo) Immersion School, Window Rock Unified School District, Arizona, 2004

Grade	No. Classes	No. Students	Percent Navajo Instruction	Percent English Instruction
K	3	45	100 (7.5 hrs.)	0
1 st	3	46	100 (7.5 hrs.)	0
2 nd	3.5*	45	90 (6.75 hrs.)	10 (0.75 hrs.)
3 rd	2.5*	32	80 (6 hrs.)	20 (1.5 hrs.)
4 th	3	29	70 (5.5 hrs.)	30 (2.25 hrs.)
5 th	2	27	60 (4.5 hrs.)	40 (3 hrs.)
6 th	1	21	50 (3.75 hrs.)	50 (3.75 hrs.)
<i>K-6 Summary</i>	<i>18</i>	<i>245</i>	<i>50-100</i>	<i>0-50</i>

*Notes: For second grade's number of classes, this number includes one second-third grade combination class. For third grade's number of classes, this number includes one second-third grade combination.

Source: Johnson, F. & Wilson, J. (2004). Embracing Change for Student Learning: Diné Language Immersion School. Presentation at the 25th Annual American Indian Language Development Institute, University of Arizona, Tucson (June 26).

Table 5: Percentage of Third Grade Students in Navajo Immersion (NI) and Mainstream English (ME) Classrooms Meeting or Exceeding State Standards on the AIMS Test, 2004

Subject Area	NI Students	ME Students
Mathematics	68%	15%
English Reading	36%	37%
English Writing	55%	35%

Source: Johnson, F. & Wilson, J. (2004). Embracing Change for Student Learning: Diné Language Immersion School. Presentation at the 25th Annual American Indian Language Development Institute, University of Arizona, Tucson (June 26).

Language Planning Challenges and Prospects in Native American Communities and Schools study conducted on the ASU Campus at Language Policy Research Unit (LPRU) found six key findings for Native Language Immersion Schools. The main finding was comprehensive that Language Immersion schools enhance achievement and equity.

I ask this committee to pass SB 272 and lets have a discussion on the floor.

Thank you